**University of West Alabama**

**COE**

**5E Lesson Plan**

|  |
| --- |
| **Teacher:** Raven King  **Date:** April 18, 2018  **Subject area/course/grade level:** Language Arts/10th Grade Literature and Composition  **Materials:** Paper, Pen, “Breathing Under Water” novel  **Standards:**  **2.** Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text  **4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)  **34.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest  **ISTE Standard**  **2b**. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.  **Objectives:**   * I can analyze the development of a theme or central idea over the course of a text, including how it emerges and is shaped and refined by specific details. * I can analyze how two or more themes or central ideas develop over the course of the text, including how they interact and build on one another to produce a complex account. * I can cite key evidence and details that help me determine and understand the theme. * I can determine the denotative, figurative, and connotative meaning of words or phrases as they are used in text. * I can analyze the cumulative impact of specific word choices on meaning and discuss what would happen to the text if those word choices were altered. * I can write about or discuss how language evokes a sense of time or place. * I can determine how word choice impacts and sets tone (e.g., formal or informal). * I can provide an objective summary of a piece of literature. * I can use evidence as I prepare for a discussion. * I can select the most effective form/ s of digital media to present information. * I can select the most effective form/s of digital media to make my presentation understandable and engaging for my audience.   **Differentiation Strategies:**  -Literature Circles  -Think, Pair, Share |

|  |
| --- |
| **ENGAGEMENT:**  At the beginning of class, a word of the day will be on the board for students to copy down. The students will participate in an agree/ disagree activity to determine what the underlining theme is in the novel.  Assessment: Agree/Disagree activity |
| **EXPLORATION:**  The students will read selected chapters of Breathing Under Water. As the students read they will be encouraged to annotate the story for specific themes and also follow the characters’ actions throughout the novel. They will also be required to determine how the author uses words to move the plot forward, as well as look for specific literary devices and their importance in the novel. The students will also be encouraged to collaborate with each other.  Assessment: Student annotation notes |
| **EXPLANATION:**  The students will be given specific questions related to the text to answer. We will then discuss each question in regards to theme, characterization, word choice, etc. aloud in class, as well as the roles of literary devices and theme in the novel.  Assessment: Class discussion |
| **ELABORATION:**  The students will be required to complete a visual theme representation of the characters in the novel. The students will trace the theme throughout the novel. They will then be required to illustrate the theme digitally (act out the theme via iMovie, use pictures, etc.) and explain to the class how their theme relates to the novel.  Assessment: Theme Presentation |
| **EVALUATION:**  Each student will present his or her digital theme presentation to the class. The students are required to present their findings digitally, as well as include word of the days from class in their presentation. |

References:

Bybee, R.W. et al. (1989). *Science and technology education for the elementary years: Frameworks for curriculum and instruction.* Washington, D.C.: The National Center for Improving Instruction.

Bybee, R. W. (1997). *Achieving Scientific Literacy: From Purposes to Practices.* Oxford: Heinemann.

National Research Council. (1999). *Inquiry and the national science education standards: A guide for teaching and learning.* Washington, D.C.: National Academy Press.

Polman, J.L. (2000). *Designing project-based silence: Connecting learners through guided inquiry.* New York: Teachers College Press.